AEB2452: Agritourism and Food Systems Quest 2

I. General Information

Class Meetings

- Spring 2026
- MWF 8th period (3:00 3:50 pm) Location: Little Hall 0113

Instructor

- Misti Sharp, PhD
- 1189 McCarty Hall A
- Office Hours: Mondays and Fridays from 10:00 am 11:30 am and by appointment
- mistisharp@ufl.edu or 352-294-7632

Teaching Assistant

- Moyinoluwa Oriola, graduate student
- Office: TBD
- Office Hours: TBD
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Course Description

Agritourism and Food Systems explores the global disconnect between humans and the food, water, and natural resource systems on which we depend. Wicked problems such as food insecurity, climate change, and mass extinction abound leaving many hopeless about the future. Can we reconnect humanity with our natural world through international tourism? This class uses systems thinking and the fields of agribusiness, ecology, tourism, rural sociology, and economics to explore opportunities in agritourism across the world to reconnect humans with our agri-food-eco systems.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International

This course accomplishes the <u>Quest</u> and <u>General Education</u> objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Materials

- **Readings:** While there is no required textbook, readings are provided in the pages of eLearning for each module (e.g. Pages →View all Pages→Module 1: Introduction). You are expected to read all assigned readings in preparation for class discussions and participation quizzes. Readings, lectures, and class discussions form the basis of module assessments.
- *E-learning:* can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or email helpdesk@ufl.edu. This will be where you submit some of your work and where I will post grades on a regular basis.

- *Canva Account*: Canva is a free online graphic design software. Most projects in this class may benefit from the design tools and templates in Canva. To sign up for Canva:
 - Open an internet browser and navigate to https://www.canva.com/.
 - Click on the Sign up for free and get started icon in the center of the page.
 - Sign in with Google or enter your email and create a password.
 - Click Agree and create my Account.
- *Office 365:* More specifically, this class will use Microsoft forms, powerpoint, one-note, etc which are all freely available to UF students and Faculty. To Install Microsoft Teams:
 - Open an internet browser and navigate to https://cloud.it.ufl.edu/collaboration-tools/office-365/
 - Click on *Teams* and then *Get the Windows App* if you have sufficient space. If you don't have sufficient space, simply choose "Use the web app instead."

II. Graded Work

Description of Graded Work

Quizzes (200 points): There are 5 quizzes in this course worth 50 points each (one for each module). You may drop your lowest quiz score. The quizzes include both multiple-choice and open-ended questions and will be taken in the regular classroom during regular class time. Quiz dates are listed in the schedule. If you miss a quiz, it will be your dropped quiz.

Experiential Learning Assignments (400 points): Each module there will be a required experiential learning activity that you will have to participate in, produce a creative work for, and reflect on. Each of these assignments will be worth 100 points and your lowest scoring assignment may be dropped. See rubric in eLearning for more details on how the 100 points are distributed for each of these reflection assignments. Late work is accepted with a 10 point per day late penalty applied.

Cumulative Assignment (200 points): For the final course deliverable, you must plan an international excursion that is centered around agri-food-eco tourism. This must include a <u>complete</u> cost estimate including an environmental impact assessment. You must locally source all equipment, training, etc. required for a fulfilling experience. This excursion plan will be presented in the form of a report with a summary of all activities, links to websites, and all tables the figures must be properly cited. Within the plan, you should consider the needs of a typical American (bathroom access, 3 meals a day, etc) and market the excursion to Americans. This will not be accepted late for any reason.

Roundtable Assignment/Virtual Exchange (150 points): Agritourism is a market-based solution for environmental problems—that being said, how agritourism is implemented and impacts the environmental problem at hand differs widely across countries and cultures. To help us understand the nuances to the environmental problems and agritourism as a solution, you will participate in either a roundtable assignment or a virtual exchange where you will actively work towards understanding the perspectives of others. For the roundtable, you will discuss topics like enotourism and geographic indicators in Chile/Peru (the fight for Pisco). In the virtual exchange, you will engage with Croatian students to provide solutions to the rural exodus through agritourism development. More details about dates and activities are provided in eLearning.

Participation and Reflection (50 points): The learning cycle has four components: experiencing, reflecting, thinking, and acting (Kolb 1984). As such, this course is designed to engage you all in four of those components each time we meet. You will read the readings each class, come to class to participate in discussions and activities, and maintain a high level of engagement and participation during the entire class. Participation (either through a reading quiz, activity or an exit ticket) will be graded based on the following rubric and will be updated daily based on class participation. If you are absent, you will receive a zero for participation for the day.



Source: Home | Experience Based Learning Systems, LLC (learningfromexperience.com)

Participation Rubric

	High Quality-100%	Average-75%	Needs Improvement-50%
Informed: Shows			
evidence of having done			
the assigned work.			
Thoughtful: Shows			
evidence of having			
understood and			
considered issues raised.			
Considerate: Takes the			
perspective others into			
account.			

Grade Composition

Component	Points	% of Grade
Module Quizzes (best 4 of 5)	200 points (50 points each)	20%
Roundtable Assignment/Virtual Exchange	150 points	15%
Cumulative Assignment	200 points	20%
Experiential Learning/Field Trip Reflections (best 4 of	400 points (100 points each)	40%
5)		
Participation	50 points (daily)	5%
Total	1000 points	100%

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%	С	74 – 76.9%
A-	90 – 93.9%	C-	70 – 73.9%
B+	87 – 89.9%	D+	67 – 69.9%
В	84 – 86.9%	D	64 – 66.9%
B-	80 – 83.9%	D-	60 - 63.9%
C+	77 – 79.9%	Е	<60

III. Annotated Weekly Schedule

See an up-to-date schedule on eLearning within Module pages

Module 1: Are we disconnected from nature?

Everyone eats food, lives in shelters, and wears clothing made from natural materials provided predominately by our rural communities. Nevertheless, our rural communities are troubled by poor access to services and struggle to make ends meet. This module explores what is meant by the term "family farm" or "subsistence farming" in the US and around the world.

Module	Day	Date	Topic	Reading	Activity	Assignments
1	Mon	1/12	Introduction/Syllabus	Syllabus	Chat GPT Activity	
1	Wed	11/14	Disconnect from nature	Kesebir and Kesebir (2017) Franco, Shannahan, and Fuller (2017)	Nature Activity	
1	Fri	1/16	Urban/Rural Divide	<u>Urbanization</u> <u>Systems Thinking Introduction:</u> <u>Distinction</u>	Land Use Change Mapping	
1	Mon	1/19	MLK Day			
1	Wed	1/21	Family Farms	Family farms	Our World in Data	
1	Fri	1/23	American and International Farming Summary	Lowder, Skoet, and Raney (2015), America's farms and Ranches, Smallholder FAO Factsheet		Sign up for roundtable assignments
1	Mon	1/26	A day in the life of a farmer	Bryer Patch Farms Video (30 minutes- -watch fully prior to class) YouTube video might be higher quality	Regular classroom	Experiential Learning 1 Due
1	Wed	1/28	A primer on Agricultural Policy	What is the farm bill?		
1	Fri	1/30	Hawaiian Coffee	Readings: HB2298, Hawaii Climate	Roundtable 1	Roundtable 1
1	Mon	1///	Module 1 wrap up/module 2 begins	Quiz 1		Quiz 1

Module 2: How do we allocate our scarce natural and social resources?

Agriculture is all around us and yet there seems to be a disconnect between consumers and the food that they eat. In many ways, food has become polarized as we consider what, how, and how much food to eat. Economics provides a lens to understand why producers and consumers are often at odds but also provides an opportunity to overcome market failure.

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Module	Day	Date	Topic	Reading	Activity	Assignments	
2	Wed	17//	Polarization in Agriculture	Food Market Polarization			
2	Fri	1/h	Bundling and polarization	Bundling Depolarization			
2	Mon	1//9	Well-functioning markets	Planet Money Summer School: Choices and Dating		Experiential Learning 2	
2	Wed	2/11	Market Failure	The Pigou Club			
2	Fri	17/13	Public Good Market Failure		Public Good Game		

2	Mon	2/16	Globalization	Visual capitalist; Food Self- Sufficiency		
2	Wed	2/18	Gastrotourism, culture, and offsets	Readings: Carbon emissions from tourism; https://www.unhcr.org/media/no-escape-frontlines-climate-change-conflict-and-forced-displacement	Roundtable 2	Roundtable 2
2	Fri	2/20	Module 2 quiz			Quiz 2

Module 3: What role do environmental and cultural values have in our food system? All food systems begin in a local context but not all food is destined to stay in that community. When food is produced at scale, it becomes largely disconnected from this local context and yet, locally grown food provides an anchor for a community to thrive. This module differentiates between a food system and a sustainable food system and highlights the role of culture and policy in our food system functioning.

Module	Day	Date	Topic	Reading	Activity	Assignments
3	Mon	1///	Food Systems and Supply chains	US Food System		
3	Wed	12/25	A sustainable food system	FAO Sustainable Food Systems		
3	Fri	2/27	Food Insecurity	US Food Insecurity and Global Food Insecurity		
3	Mon	3/2	Obesity	Obesity and overweight (who.int)		Experiential Learning 3
3	Wed	3/4	Food culture and diet	What is Food Culture A Complete Guide - Foodtrotter.pdf Food- IdentityofCultureandReligion.pdf		
3	Fri	3/6	Food Biotechnology	How GMOs Are Regulated in the United States FDA		
3	Mon	3/9	Enotourism and Geographic Indicators	Readings: Pisco Recognition		Roundtable 3

Module 4: How do we scale local, sustainable food systems with marketing and management? We take a closer look at the impacts of locally grown food and consider why our food system is the way that it is. To overcome the challenges for "small" or "local" agriculture, some market structures such as community supported agriculture (CSA), farmer's markets, and farm to table events have risen to increase the profitability of LGF. These unique market structures will be discussed in detail making comparisons in these market structures (short supply chain) to "traditional" food market structure (long supply chain).

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Module	Day	Date	Topic	Reading	Activity	Assignments
4	Wed	3/11	Module 3 Quiz			Quiz 3
4	Fri	3/13	Festivals			
4	Mon	3/16	Spring break			
4	Wed	3/18	Spring break			
4	Fri	3/20	Spring break			
4				<u>Kahanal (2019)</u>		Experiential
	Mon	3/23		Kamau, Roman and Biber-		Learning 4
				Freudenberger (2023)		due

4	Wed	3/25	Locally grown food	https://farmandanimals.com/how-to- make-a-small-farm-profitable/	
4	Fri	3/27	Value Chains	Value chains (skim it) LGFWoods	
4	Mon	3/30	Agritainment	Agritainment and Experience Economy and Marketing.pdf	
4	Wed	4 /1	Market Structures & Community Supported Agriculture	CSA Market Model; Red Stick Farms Case	
4	Fri	4/3	Roundtable 4	Equine Tourism	
4	Mon	4/6	Module 4 Quiz		Module 4 quiz

Module 5: Can tourism provide an opportunity to address problems in our food system? The planet is full of wonders that are magnificent to see—but there is always the concern that people are doing things solely for profit without consideration of the larger impacts of their decisions on local, regional, and global ecosystems. This module draws a distinction between tourism and sustainable tourism highlighting issues related to wildlife, animal welfare, local development, preservation of culture, and social responsibility.

Module	Day	Date	Topic	Reading	Activity	Assignments
5	Wed		Agritourism as an eco-innovation strategy	EcoInnovationStrategySmallFarms.pdf		
5	Fri	4/10	Sustainable tourism	Stronza, Hunt, and Fitzgerald (2019) Ecotourism for Conservation		
5	Mon	4/13	Fishing and Corporate Social Responsibility	Towards Blue Transformation (FAO 2023)		
5	Wed	4/15	Towards Solutions to Wicked Problems	Market based solutions		Experiential Learning Reflection 5 Due
5	Fri	4/17	Towards Solutions to Wicked Problems	Market based solutions		
5	Mon	4/20	Roundtable 5	Large Game Hunting		
5	Wed	4/22	Final Project Review/ Module 5 Quiz			
15	Wed	4/29	Final Project Due by 3 pm			

Final exams must take place on a time designated by the university. These dates and times and posted on one.uf and in the <u>schedule of courses</u>. You may not have an exam time that differs from the one set by the university (please see <u>Examination Policies and Reading Days < University of Florida (ufl.edu)</u>). Final exams will take place in the regular classroom.

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the <u>Quest</u> and <u>General Education</u> learning outcomes as follows:

^{**}This schedule is entirely preliminary and is subject to change!! See note above schedule.**

Content : Students demonstrate competence in the terminology, concepts, theories and methodologies use discipline(s).	ed within the
Define agritourism, ecotourism and gastro tourism domestically and internationally.	N, S
Identify characteristics of social ecological systems domestically and internationally.	
Define a sustainable food system and identify challenges in achieving a sustainable food system	
Create a budget for an agri-eco-gastro tourism excursion in an international context utilizing as many local resources as possible and minimizing environmental degradation.	
Achieved through lectures, readings, weekly assignments, and the final excursion presentation. Critical Thinking: Students carefully and logically analyze information from multiple perspectives and reasoned solutions to problems within the discipline(s).	develop
Create mental models that capture the complexity and hope within our social-ecological-systems to solve some of the biggest problems facing humanity.	S
Contribute to a roundtable discussion on a wicked problem related to our food and/or ecosystems.	
Achieved through module assignments and class discussions/readings.	
Communication : Students communicate knowledge, ideas and reasoning clearly and effectively in written forms appropriate to the discipline(s).	en and oral
Communicate avenues of progress for a wicked problem and relate to diverse perspectives relevant to a problem in an international context.	N, S
Reflect on excursions and connect experiences to the course material in a written format	
Make presentations about experiences, phenomena, and plans in both formal (presentations) and informal (class discussion) ways.	
Achieved through module assignments, reflection journals, and final excursion report.	
Connection : Students connect course content with meaningful critical reflection on their intellectual, per professional development at UF and beyond.	rsonal, and
Engage with our natural and agri-food system by taking excursions and reflecting on these experiences.	S
Incorporate readings from the course into creative works and intellectual discourse.	
Achieved through participating and reflecting on at least 4 of the experiential learning opportunities and participating in classroom discussions/assignments.	
N – International Designation — this designation is always in conjunction with another program area. Con International should demonstrate that a majority of the course addresses International content and engage should be a substantial, defining feature of the course. International courses promote the development of global and intercultural awareness. Students examine the cultural, economic, geographic, historical, polit social experiences and processes that characterize the contemporary world, and thereby comprehend the challenges, and opportunities that affect communities around the world. Students analyze and reflect on the which cultural, economic, political, and/or social systems and beliefs mediate their own and other people.	ement and it students' ical, and/or trends, he ways in

- which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.
- S Social and Behavioral Sciences Designation -- Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which

individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

You must participate in at least 4 experiential learning opportunities either independently or with a group.

Module 1 Experiential Learning Reflection: Attempt to reconnect with nature and your food system by visiting a local farmer's market, farm stand, garden, park, or natural venue. Once there, participate in "nature journaling" where you should attempt to "reconnect with nature" by noting all sensory input (sight, touch, taste, smell, and sound). Next think about how others in a country of interest to you might engage with nature and their food system. Find a video about this experience and again, participate in "nature journaling" for the virtual field trip. Finally, compare and contrast the experience you had with the experience you think someone in another country might have had. A set of discussion questions will be provided online. You will need to submit your journal entries and the discussion responses for full credit.

Module 2 Experiential Learning Reflection: Visit a local farmer's market, farm stand, or agritourism venue and talk to a local farmer. In Gainesville there are several options that are fairly easy to get to: Shopping - Events in Gainesville and What's Good in Alachua County, FL (visitgainesville.com). You must ask each farmer at least 5 questions about 1) how long they have been farming 2) what kinds of goods do they produce 3) do they have any special farming practices or varieties that make their products unique 4) why they decided to get into farming 5) whether they ever host people on their farm or educate the public about agriculture and why or why not. After interviewing the farmer and taking pictures of the event and farm stands, reflect on that conversation and the experience of visiting the farmer's market. Finally, create a "map" of the farmer's market that reflects the character of the place and the market participants using canva or another program. More details will be provided on eLearning including a grading rubric.

Module 3 Experiential Learning Reflection: Visit the UF Field and Fork Gardens and create a self-guided tour of the garden that is oriented towards a special interest such as pollinators, sustainable production, global foods, mindfulness/mental health tour, bat tour (night), etc. Use <u>canva</u> or another visual platform to provide an overview of the tour and then go into details about each of the items that they will see/experience in the garden (see for example, the <u>UF self-guided tour</u> or <u>Austin self-guided tours</u>—although our bats are better than their bats!). Finally, reflect on the garden as a resource for the campus community and how it plays an important role in the sustainability of the UF food system. More details will be provided on eLearning including a grading rubric.

Module 4 Experiential Learning Reflection: Attend and reflect on an agritourism experience in Gainesville or elsewhere in Florida. Gainesville options include <u>Amber Brooks Farm</u>, <u>Coon Hollo</u>, or <u>Crossroads Farm and Apiary</u>. Reflect on how the agritourism offerings display local culture, traditions, and agriculture. Create a brochure that highlights the opportunities available to you at this venue with pictures that you took at the event. More details will be provided on eLearning including a grading rubric.

Module 5 Experiential Learning Reflection: Either by yourself or with one or two of your peers, use Google Sites to create a website for a fictional Agri or Ecotourism operation that actively addresses a wicked problem in a community near and dear to your heart(s). This can be locally or internationally, but you should know enough about the local culture, agricultural, and natural amenities to have a meaningful experience for others. You should also make your operation as sustainable and embedded within the local context as possible. More details will be provided on eLearning including a grading rubric.

VI. Required Policies